

SPANN ELEMENTARY
901 John McKissick Way
Summerville, South Carolina 29483

GRADES PK-5 Elementary School

ENROLLMENT 751 Students

PRINCIPAL Charles D. Stoudenmire 843-873-3050

SUPERINTENDENT Joseph R. Pye 843-873-2901

BOARD CHAIR Bufort "Bo" Blanton 843-873-8454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	61	11	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes

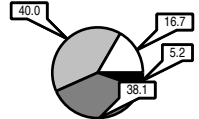
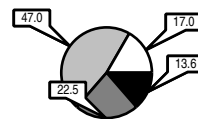
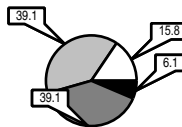
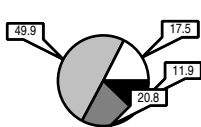
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	405	100.0	15.8	39.1	39.1	6.1	57.6	Yes	Yes
Gender									
Male	217	100.0	21.8	39.4	34.6	4.3	51.1		
Female	188	100.0	9.2	38.7	43.9	8.1	64.7		
Racial/Ethnic Group									
White	262	100.0	10.3	38.8	42.1	8.7	63.2	Yes	Yes
African-American	119	100.0	26.8	40.2	32.0	1.0	44.3	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	33.3	40.0	26.7	0.0	46.7	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	355	100.0	11.0	39.9	42.1	6.9	62.6		
Disabled	50	100.0	51.2	32.6	16.3	0.0	20.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	405	100.0	15.8	39.1	39.1	6.1	57.6		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	397	100.0	15.0	39.3	39.5	6.2	58.2		
Socio-Economic Status									
Subsidized meals	175	100.0	24.0	44.0	30.0	2.0	47.3	Yes	Yes
Full-pay meals	230	100.0	10.0	35.5	45.5	9.0	64.9		

Mathematics - State Performance Objective = 15.5%									
All Students	405	100.0	17.5	49.9	20.8	11.9	51.8	Yes	Yes
Gender									
Male	217	100.0	18.6	48.4	21.8	11.2	48.9		
Female	188	100.0	16.2	51.4	19.7	12.7	54.9		
Racial/Ethnic Group									
White	262	100.0	13.2	46.3	25.6	14.9	59.5	Yes	Yes
African-American	119	100.0	26.8	58.8	9.3	5.2	34.0	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	33.3	46.7	20.0	0.0	40.0	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	355	100.0	13.5	50.9	22.6	12.9	56.0		
Disabled	50	100.0	46.5	41.9	7.0	4.7	20.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	405	100.0	17.5	49.9	20.8	11.9	51.8		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	397	100.0	16.7	50.0	21.2	12.1	52.5		
Socio-Economic Status									
Subsidized meals	175	100.0	26.0	54.0	16.0	4.0	35.3	Yes	Yes
Full-pay meals	230	100.0	11.4	46.9	24.2	17.5	63.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	127	100.0	12.9	36.2	45.7	5.2	50.9
	Grade 4	128	100.0	17.2	44.8	35.3	2.6	37.9
	Grade 5	136	100.0	24.8	56.8	18.4	N/A	18.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	138	100.0	10.4	22.2	55.6	11.9	67.4
	Grade 4	128	100.0	20.0	43.2	35.2	1.6	36.8
	Grade 5	140	100.0	19.3	53.3	23.7	3.7	27.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	127	99.2	9.5	52.6	28.4	9.5	37.9
	Grade 4	128	100.0	11.2	49.1	26.7	12.9	39.7
	Grade 5	136	100.0	32.0	40.8	21.6	5.6	27.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	138	100.0	9.6	59.3	23.0	8.1	31.1
	Grade 4	128	100.0	19.2	47.2	19.2	14.4	33.6
	Grade 5	140	100.0	24.4	45.9	17.8	11.9	29.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 751)				
First graders who attended full-day kindergarten	98.3%	N/C	100.0%	100.0%
Retention rate	1.1%	Down from 1.8%	2.6%	2.7%
Attendance rate	97.2%	Up from 96.0%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.7%		3.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.7%		2.8%	3.5%
Eligible for gifted and talented	21.1%	Up from 19.8%	19.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.9%	No change	8.2%	8.2%
Older than usual for grade	0.1%	N/A	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 2.9%	0.0%	0.0%
Teachers (n= 54)				
Teachers with advanced degrees	40.7%	Up from 38.2%	53.8%	51.4%
Continuing contract teachers	83.3%	Up from 80.0%	91.0%	87.5%
Highly qualified teachers**	91.5%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	82.0%	Down from 83.1%	89.6%	86.7%
Teacher attendance rate	94.0%	Down from 94.1%	95.1%	94.9%
Average teacher salary	\$38,399	Up 0.3%	\$41,106	\$40,760
Prof. development days/teacher	10.2 days	Down from 15.4 days	11.2 days	12.4 days

School

Principal's years at school	13.0	Up from 12.0	5.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 18.3 to 1	20.1 to 1	18.9 to 1
Prime instructional time	89.4%	Up from 88.8%	90.4%	90.0%
Dollars spent per pupil*	\$6,040	Up 8.3%	\$5,686	\$6,044
Percent of expenditures for teacher salaries*	61.7%	Down from 62.8%	65.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Spann Elementary School, a Palmetto Finest School, is located in Summerville, SC. Spann had an enrollment of 817 on the last day of the 2003-2004 school year. There were 66 certified faculty members and 41 full-time and part-time classified personnel. All the accreditation standards were met by the school's two accreditation agencies, the South Carolina State Department of Education and the Southern Association of Colleges and Schools. The school received an "All Clear" accreditation status with both agencies. "All Clear" is the highest accreditation status for SACS and the SDE.

The school continued to focus on the implementation of its five-year comprehensive literacy plan. The district's five-component literacy model was implemented into the English Language Arts curriculum. The school surpassed its goal of 1500 book sets in its literacy library by having 3000 book sets at the end of the school year. The school's classroom single title book volume goal of 1500 continued to be a school need. At the end of the school year, each classroom had approximately 500 single title texts. The ABC-INCOMPLETE extended learning time (ELT) exceeded its goal of 90% of the children who participated in ELT would be successful having their "D" and/or "F" changed to a "C" or higher. The PTA's focus was to improve parent and teacher involvement. The "Barnyard Bash" and "Spanda Fools Family Dinner Night" were two events that exceeded all expectations for parent and teacher involvement.

As part of the school's professional learning efforts, teachers in Grades K-2 participated in a study group where they read and discussed Writer's Workshop and Scaffolding Young Writers. Teachers in Grades 3-5 read and discussed Strategies That Work in their study groups. Sustained professional training addressing "best practice" teaching strategies, and running record assessment strategies were provided to fourth grade teachers. All classroom teachers participated in the district's training to implement its five-component literacy model. Teachers in Grades 4 and 5 were trained in curriculum calibration to ensure effective grade level instruction.

Obstacles to learning that Spann continues to overcome are the lack of local, state, and federal funds to support "best practice" teaching strategies, inefficient technology instruction, and the lack of "state-of-the-art" technology equipment.

Our mission is to provide each child with the opportunities to meet his or her academic, social, and emotional needs. We truly believe "A Quality Education Will "Spann" a Lifetime."

Charles D. Stoudenmire, Principal

Libby Hearn, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	55	136	95
Percent satisfied with learning environment	96.3%	87.4%	94.7%
Percent satisfied with social and physical environment	92.5%	85.1%	91.6%
Percent satisfied with home-school relations	86.8%	92.6%	84.2%

*Only students at the highest elementary school grade level at this school and their parents were included.